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ABSTRACT

This document presents a compilation of abstracts of the various published and unpublished materials written about community college faculty since 1971. The abstracts are divided into eight categories: (1) comprehensive sources, (2) faculty characteristics (personality, attitudes, values, and satisfaction), (3) faculty preparation and staff development, (4) faculty evaluation, (5) faculty workload, (6) faculty-administrator relationships, (7) part-time faculty, and (8) miscellaneous. A short synopsis of what the literature tells us is also included. (DC)

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ABOUT THE FACULTY

A Brief highlighting important literature since 1971 on faculty characteristics, attitudes, satisfaction, preparation, evaluation, and collective bargaining.

Prepared by

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This Brief focuses on the faculty in the two-year college. It consists of eight sections: Comprehensive Sources; Faculty Characteristics: Personality, Attitudes, Values, and Satisfaction; Faculty Preparation and Staff Development; Faculty Evaluation; Faculty Workload; Faculty-Administrator Relationships; Part-Time Faculty; and Miscellaneous. This literature review is based on references to both published and unpublished materials from a variety of sources, including the ERIC files and journal articles.

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THE LITERATURE TELLS US THAT:

Preparation sequences leading to specialized competence may be inappropriate for teaching in open-door institutions.

Hiring faculty from secondary schools may be less effective than hiring faculty who have been trained specifically for community college teaching.

At some colleges, one-day workshops offered by outside consultants are preferred to other faculty development procedures.

Most faculty find evaluation moderately effective, beneficial, and nonthreatening.

Evaluation of individual instructors should consider instructional effectiveness, college service, community service, and professional expertise.

Lack of administrator and faculty time was the major problem in implementing a faculty evaluation program.

Guidelines for the definition, assessment, and improvement of instructional climates stemmed from an assessment of student/faculty perceptions of satisfying teaching/learning environments.

Student-centered instructors are perceived by their students to be more effective than subject-centered instructors.

Forty-three of 52 California community college districts employ over half their faculty on a part-time only basis.

Intrainstitutional differences among faculty exceed interinstitutional differences in personality characteristics, values, and demographic variables.

Academic freedom, faculty cooperation and friendliness, and student rapport are most frequently cited "morale" items.

The actual role of student or teacher affects value systems more than sex, designated major, or age.

Students were excluded as potential bargaining participants by over 6000 community college faculty, trustees, students, and administrators who favored part-time faculty and department/division chairpersons.

A sense of autonomy in the work situation together with peer support are essential to adaption of new instructional practices.

Some innovative teaching formats have resulted in academic grade inflation, academic standards erosion, and a lessened emphasis on cognitive learning.

THE LITERATURE DOES NOT TELL US IF:

Collective bargaining changes faculty involvement in teaching and curriculum development.

Models for in-service preparation programs can be developed within one district and transplanted to a different type of district or institution.

The flexible faculty member is more likely to engage in innovative education practices than the more traditional person.

Faculty work patterns differ by disciplines.

Instructors have been affected by trend toward community services and career education.

Community college instructors look to the university as their reference groups.

Satisfaction among faculty is related to discipline, age, other personality characteristics.

Faculty are moving toward team teaching and interdisciplinary approaches.

Faculty are concerned with extra-curricular as well as curricular policies.

Differences exist between part-time and full-time faculties.

Collective bargaining is making an inroad to professional development.

Affirmative action is taking hold.

COMPREHENSIVE SOURCES

Cohen, Arthur M. (Ed.) "Toward a Professional Faculty." New Directions for Community Colleges, 1 (1), Spring 1973.

Focusing on the professional status of the faculty as a collective whole, this initial issue of the quarterly sourcebook examines faculty organizations, patterns of preparation, administrator-faculty relationships, and other factors that enhance or retard the professionalization of the faculty. Collective bargaining, pre-service preparation, faculty selection participation are also addressed, as are ways in which faculty professionalism can achieve community college goals.

Cohen, Arthur M.; and Associates. A Constant Variable: New Perspectives on the Community College. San Francisco, Calif.: Jossey-Bass, Inc., 1971.

Important issues on community college education are discussed: (1) Characterizing the College, describing its historical image and its present condition; (2) Institutional Research, institutional constraints on research, a few studies, and the limitations in study design; (3) Characterizing the Faculty, examining their perceptions, values, interests, and attitudes; (4) Faculty Preparation and Evaluation, their education and experience, orientation, in-service training, and the forms and procedures for evaluating their effectiveness; (5) Students in Review, dropouts, persisters, transfers, activists, the disadvantaged, and how to understand them and fill their needs; (6) Studying the Students, on the need for classifying students by other than intellectual abilities; (7) What Is Good Teaching?, objectives and media; (8) Challenging Traditional Concepts in Curriculum, covering special courses for special people, general education, changing trends, and the need for a coherent philosophy; (9) Vocational Education, its fiscal support, attitudes toward it, and alternative futures for it; (10) Black Studies as a Curriculum Catalyst, including availability, politics, aims, content, and evaluation; (11) Just Another School?, pointing out the tensions between the college's social and educational functions and suggesting other institutional forms. The book has an extensive bibliography; with an appendix describing the functions of ERIC.

Cohen, Arthur M., and Brawer, Florence B. Confronting Identity: The Community College Instructor. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

The lack of a clearly defined professional role for community college faculty reflects the fact that community colleges are rapidly growing institutions exhibiting multiple purposes. This book is addressed primarily to community college instructors and aims to define their professional role in terms of the effect of their teaching on their students. Seeing the identity of the teacher as an interaction force between the institutional identity and the teacher's maturity, the authors first consider the college teacher in the perspective of modern theory of personality development. However, the teacher is both a person and a practitioner; the better he understands himself, the more his performance can benefit his students. A perspective that permits and invites self-development builds success, both for individuals and for institutions. By defining their professional identity in terms of bringing about changes in other people, community college faculty could direct the colleges toward being centers for instruction and student development, thus providing a clearer institutional identity. The book reviews the literature on teaching and instruction at the secondary and higher education levels for information relevant for community college faculty. A 14-page bibliography as well as a model of a teacher preparation course for junior college teachers are included.

Cohen, Arthur M., and Others. College Responses to Community Demands; The Community College in Challenging Times. San Francisco, Calif.: Jossey-Bass, Inc., 1975.

Designed as a sequel to "A Constant Variable" (Cohen and Associates, 1971), this book is intended for administrators, trustees, counselors, and instructors in community colleges, university professors of higher education, and graduate students preparing for work in community colleges. It describes the external and internal pressures operating on community colleges. The external pressures are societal forces such as state-level commissions and coordinating councils that mandate institutional roles, financial structures, and curriculum and instructional patterns. The internal pressures are the preexisting institutional forms and the personal predelictions of the staff and students. Attention is focused on the intersection of these pressures, the points where external forces meet internal counterpressures. The book is arranged in three parts: (1) Social Forces Intrude (State Influence Grows; Collective Bargaining Impinges on Management; Free Tuition Faces Its Doom; Affirmative Action Arises); (2) Institutions Respond (Reduction in Force and the Seniority System; Expanding the Market; Community Development: Impossible Dream?; Experimental College Venture); and (3) Faculty Persevere (Understanding the Faculty; Increasing Job Satisfaction; Relating Tenure, Evaluation, Faculty Development; The Open Door: How Much is Enough?).

FACULTY CHARACTERISTICS: PERSONALITY, ATTITUDES AND VALUES, AND SATISFACTION

Brawer, Florence B. Three Colleges: Three Faculties. Topical Paper No. 41. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. 56pp. (ED 091 034)*

To develop guidelines for institutional assessment that consider the specific characteristics of junior colleges, three community colleges were studied in terms of demographic characteristics, values, and emphases of college programs. The three schools from which the subjects were drawn were located within a 75-mile radius of Los Angeles. All data were collected by means of a Staff Survey that was administered to three faculty groups. The findings suggest that while faculty members are fairly similar across the schools, differences do exist intrainstitutionally. Thus, it would seem advisable to prepare programs and emphasize institutional processes that address the faculty as developing human beings.

Brawer, Florence B. Values and the Generation Gap: Junior College Freshmen and Faculty. Washington, D.C.: American Association of Junior Colleges and Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1971. 77pp. (ED 050 724)*

This comparison of values held by junior college freshmen and faculty is part of a larger study being conducted by the ERIC Clearinghouse for Junior Colleges to develop guidelines for institutional assessment and/or program development. Part I of this monograph discusses the generation gap as it applies particularly to values and goals of American college students. Included are: definitions of belief systems; assessment of values, notably the Rokeach Terminal and Instrumental Value Scales; and pertinent research and rationale for incorporating a study of values into an analysis of the community college. Part II describes the basic rationale and results of this investigation. The student and faculty populations surveyed come from three Los Angeles area junior colleges, each respectively embodying the characteristics of an urban, suburban, and rural school. Most notably, it was found that: (1) the actual role of student or teacher seems to affect a value system more than the other variables of sex, designated major, and age; and (2) values do indicate one potentially fruitful way of examining people.

Bushnell, D.S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.

Resulting from a nationwide study of the community college--Project Focus--this book deals with long range institutional goals, discrepancies between desired goals and existing situations, strategies for achieving greater harmony between goals and practices, and suggestions for effecting change. Structured interviews and site visits were conducted, and survey questionnaires were administered to faculty, presidents, and students at 92 randomly selected community/junior colleges. An institutional questionnaire was also administered and copies of the four questionnaires, from which presented data were derived, are appended. Interpretation of further data was made on the basis of extensive interview material gathered by Edmund J. Gleazer, Jr. during visits to an institutional subsample drawn from the larger sample.

Cohen, Arthur M. Work Satisfaction among Junior College Faculty Members. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1973. 8pp. (ED 081 426)*

Following a review of studies made by other researchers, data collected in three different locations in the summer of 1973 are presented and discussed to determine whether two-year college faculty members are satisfied with their jobs. The study population was comprised of 57 instructors from a small college in southern California, 19 instructors from nine colleges in an eastern state, and 146 instructors from a larger college in northern California. The three groups of instructors were asked to respond to questions on satisfaction and dissatisfaction. The responses showed that more than two-thirds of the California faculties and more than a half of the Eastern faculties revealed that their satisfaction was related in some way to their students. Only about one-third of the instructors suggested that dissatisfaction was related to their students. The results suggest that interaction with students should be the chief intrinsic motivation. Thus, satisfaction can best be enhanced by removing obstacles to this interaction, by providing for smaller classes, allocating aides to assist instructors with routine management chores, and providing economic security so that they are freed from concern in this area.

Faculty in an Innovative Community College. Topical Paper No. 45. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. 34pp. (ED 094 821)*

The findings of an attempt to identify elements influencing teachers' choice of instructional methods and styles are presented. The college studied was an innovative institution, focusing special attention on audio-tutorial instruction (multimedia systems), computer assisted instruction, and instructional television. Using the participant observation method, the process by which 125 full-time faculty members accepted or rejected innovations was examined. The faculty members are categorized into four types: Uninhibited Innovators, Resistant Innovators, Uninvolved Non-Innovators, and Alienated Non-Innovators. The results of the study focus on the need of the faculty for a sense of autonomy in their work situation and the support and protection of their peers before adopting instructional practices foreign to them.

Frankel, Joanne. Junior College Faculty Job Satisfaction. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1973. 13pp. (ED 081 425)*

Selected research concerning job satisfaction of junior college faculty is reviewed in this "Brief." Part I describes four frameworks that have been applied to the analysis of job satisfaction: the traditional approach, the two-factor approach, the need hierarchy, and the cognitive dissonance approach. Part II describes the junior college as a workplace from three points of view: the traditional, the sociological, and the psychological. Finally, Part III catalogs the major job satisfaction and dissatisfactions perceived by junior college faculty members.

Gloster, Emily D. A Faculty Morale Study in a Community College. Unpublished paper. 1975. 52pp. (Ed 111 453)*

A questionnaire, developed to measure faculty morale, was administered to all full-time faculty members (N=51) at a community college. The form developed consisted of three sections: (1) a list of 36 positive and 36 negative hypothetical experiences which the faculty member checked if he/she had experienced the incident described in the statement; (2) a morale scale and four questions to obtain a validity check on the morale level marked; and (3) 14 questions relating to personal information. The most frequent negative item dealt with physical limitations of the classroom. Using a morale scale of one (extremely low) to seven (extremely high) the mean morale level was computed to be 5.77. Significant difference at the .01 level was revealed using morale scores and responses to the question related to accepting a similar position at another institution with the same salary; and at the .05 level

using morale scores and responses given to the question regarding income from other endeavors. A review of the literature and the survey instrument are included.

Handleman, Chester. Opinions of Selected Faculty Members on Curriculum and Instruction at Five South Florida Community Colleges. Unpublished paper. 1975. 248pp. (ED 112 956)*

The need for two-year colleges to accommodate hetergeneous student bodies, including many underprepared and disadvantaged students, has resulted in the implementation of innovative teaching-learning approaches. In order to ascertain faculty attitudes toward innovative curriculum and instruction, 74 social science and English/foreign language instructors at five Florida community colleges were interviewed and asked to complete a questionnaire, one section of which required objective responses, and the other subjective, open-ended answers. About 75 percent of the respondents, in varying degrees, indicated that the rate of innovation in community college curricula should be reduced, at least for the immediate future. Many of the respondents pointed out that many innovative teaching formats have resulted in such phenomena as academic grade inflation, erosion of academic standards (including reduced student ability to write, and thus, to succeed in formal subjective or written examinations), and too little emphasis on cognitive learning. Respondents were not opposed to innovations per se, but felt that new formats should be required to prove themselves before their wholesale adoption. More uniform faculty and administrative policies are urged in order to prevent further erosion of academic standards.

Park, Young. Junior College Faculty: Their Values and Perceptions. Washington, D.C: American Association of Junior Colleges and Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1971. 75pp. (ED 050 725)*

The value systems of faculty at three junior colleges in California (each representing an urban, rural, or suburban character) are compared, and the institutional personality of each college is described in terms of the perceptions held by its instructors. The specific purposes of this study are to: (1) identify the values held by 238 staff members at these three colleges; (2) identify institutional constrasts in value ranking patterns; (3) determine staff members' views of the junior college environment and their roles in it; and (4) determine the relationship between their values and their perceptions of junior college purposes and functions. This study revealed that institutional personalities of junior colleges are created by the value orientations of their staff, and that the perceptions and values of staff can determine whether an institution succeeds or fails in achieving its objectives.

Patterson, Robert A. Pennsylvania Community College Faculty: Career Patterns and Educational Issues. University Park: Pennsylvania State University, 1971. 89pp. (ED 051 800)*

Investigating the relationship between career experiences and faculty attitudes toward progressive-traditional education issues, prior career experiences of 612 junior college faculty in 10 of 12 junior colleges in Pennsylvania were identified. Attention was given to the prior career experiences that faculty members felt had the greatest influence on forming their attitudes toward education. These experiences were classified as (1) degree held; and (2) the kind of institutions they were last affiliated with (public school, junior college, 4-year college, graduate school, or business and industry). Kerlinger's Education Scale VII (ESVII) was the measurement inventory used in the study. It was found that: (1) there are statistically significant differences between the subjective pre-organizational career pattern classification of faculty and their attitudes toward educational issues; (2) attitudes of faculty toward education issues do not vary according to the number of jobs held; (3) there is a significant relationship between selected biographical characteristics of faculty, especially academic field and age, and attitudes toward educational issues. It was concluded that community college leaders must try harder to recruit progressive faculty by developing closer contacts with those in graduate study and/or from 4-year institutions. The questionnaire used in the study is included.

FACULTY PREPARATION AND STAFF DEVELOPMENT

Community College Teacher Preparation. A brief prepared for the Conference on the Doctor of Arts. Los Angeles, Calif.. ERIC Clearinghouse for Junior Colleges, 1975.

As developing professions gain public attention and stature, demands for increased training of its members are heard. Dissatisfaction with preexisting training patterns is expressed and proposals for new sequences are made. As a growing specialization within a larger profession, community and junior college teaching reveals this proclivity with the current concern for better preparation sequences. Specialized training for teaching in junior colleges has a relatively short history. This report offers an overview of community and junior college teacher preparation programs that have been operated or proposed. It emphasizes special and different types of programs, including the Doctor of Arts. The paper reviews these programs for what they reveal about the current and historical status of staff development.

Gilbert, Marion L. A Study of Community College Teacher-Training Programs in Selected Universities. Unpublished paper. 1971. 54pp. (ED 104 491)*

As a means of assessing junior and community college teacher-training programs in the United States, visits were made to selected universities in Illinois, Missouri, Texas, Louisiana, Florida, New York, California, and Nebraska in 1971 and to State and District Junior College Boards in several states. Most of the information was obtained through visits and interviews. Program descriptions are categorized by state, and provide a very brief overview of the training curricula at particular institutions. There appears to be a strong movement towards emphasis on professional training for community college teachers. Direct community college experience is also encouraged as opposed to the past practice of hiring community college faculty from the ranks of high school teachers. The master's degree is seen to be the minimum requirement for community college teaching, and the ability to teach one or two related fields is determined to be highly desirable. Recommendations are made for courses that would be beneficial to the aspiring community college instructor as well as useful as guidelines for a community college teacher-training program.

O'Banion, Terry. Teachers for Tommorrow: Staff Development in the Community-Junior College. Tucson: University of Arizona Press, 1972.

Maintaining that the quality of community-junior college education is dependent on the quality of staff, this report describes special characteristics of the colleges and their personnel and points to the need for increased attention to staff development. It outlines major preservice and inservice programs and recommends specially designed programs for various staff needs. Also presented are guidelines for cooperating universities and special programs for multi-ethnic program coordinators, remedial and developmental staff, staff development officers, human development specialists, multimedia and instructional technology specialists, health occupations staff, and community and veterans coordinators. Inservice programs are described and specific suggestions made for such special programs as institutes, workshops and staff retreats.

O'Banion, Terry, and Others. Staff Development at Lincoln Trail College. Urbana: Illinois University, 1974. 84pp. (ED 103 059)*

A series of recommendations are made regarding a continuing professional development program especially tailored for the faculty at one college. A questionnaire was developed to determine activity

relevance and availability, preference toward different formats, and obstacles which might impede participation in staff development activities. Responses of the 43 respondents were tabulated for the entire group and for four subgroups: 16 full-time faculty, 14 part-time faculty, 7 administrators, and 6 support staff. Program recommendations are then made by subgroups on the basis of responses to the survey. For each cluster a list of activities and resources are presented. This is followed by recommendations for a basic first year program. The program is based on results indicating that not enough time has been allocated for staff development in the past, staff development opportunities are not available in reasonable proximity to LTC, and staff members prefer one-day workshops at LTC offered by outside consultants. Organizational schemes and means for program evaluation are discussed. The appendix includes an interview guide and survey responses.

Sylves, David. A Survey of Educational Needs of College Faculty in Selected Two-Year Colleges in New York State. Buffalo: State University of New York, 1974. 127pp. (ED 100 463)*

A study was conducted at eight two-year colleges in Western and Central New York to investigate methods by which the State University College at Buffalo might be of assistance to the two-year colleges by designing inservice courses or preservice programs for faculty members of those institutions. Six hundred fifty-six faculty members, representing a response rate of 51%, and ninety-three administrators responded to instruments surveying biographical data, faculty's perception of their own educational needs, processes utilized by administrators when hiring faculty, and administrators' perceptions of their faculties' educational needs. The report presents the data collected and compares administrator perceptions of faculty to faculty responses. General results include the finding that two-year college faculty desire to further their own professional education, but that future courses should be relevant to contemporary needs and that course offerings should be more available and accessible than they presently are. The survey instruments for faculty and administrators are appended, as well as responses to open-ended questions requiring narrative response. An index of subject fields in which course offerings were desired is also included.

Wallace, Terry. The Literature of Staff Development: Emphases and Shortcomings; and Community College Staff Development, an Annotated Bibliography. University Park: Pennsylvania State University, 1974. 32pp. (ED 094 822)*

The key objectives of this report and bibliography are: (1) to describe the major emphases of literature related to research in the areas of inservice training in 2-year institutions, noting substantive studies, and (2) to delineate significant gaps in the present literature.

Three fundamental inservice training questions are discussed: What is needed?; How do we meet the need?; and What are the overriding problems in instituting inservice education? Gaps in the current literature on inservice education are related to the need to give more attention to: the role of the graduate school in and the effects of retrenchment and collective bargaining on staff development; data on inservice needs; descriptions of models for staff development and of inservice models meeting the special problems and potential of adjunct faculty and classified staff; problems posed by weak or nonexistent commitment to staff development by community college trustees or into methods to elicit and strengthen trustee support; seeking low-cost high-return programs; the value of community advisory boards in planning inservice programs and models for successful participation of such boards; and the influence and emphasis of accrediting agencies on staff development and inservice education as one indicator of institutional vitality. The annotated bibliography offers a review of the substantive literature pertinent to community college staff development.

Yarrington, Roger (Ed.) New Staff for New Students: Educational Opportunity for All. Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1974. 158pp. (ED 089 803)*

The major portion of this book consists of the background study papers for the 1973 meeting of the AACJC. These chapters are: (1) "A Futuristic Look at Training" by William A. McClelland and David S. Bushnell; (2) "Staff Development; A Priority on Persons" by Terry O'Banion; (3) "Governmental Actions Affecting Staff Development" by Louis W. Bender; (4) "College Environment as a Determinant in Staff Development" by Charles C. Collins; (5) "Differentiated Staffing Patterns and Potentials" by Ervin L. Harlacher and Eleanor Roberts; (6) "Work Experience as a Means of Preparation and Renewal" by Arden L. Pratt; (7) "Staff Development: A New Promise to the Student?" by Connie Sutton; (8) "Staffing to Meet the Needs of Spanish-Speaking Students" by Alfredo G. de los Santos, Jr.; (9) "Native American Staff: A Prerequisite to Successful Indian Education" by P. E. Azure; (10) "Developing Special Teaching Degrees" by Arthur M. Eastman; and (11) "A Role for the Discipline Organizations" by Michael F. Shugrue. The 1973 Assembly Report comprises the final chapter. Names of Steering Committee members and assembly participants are appended.

FACULTY EVALUATION

Allison, Robert, and Others. An Assessment of Two Years of Faculty Evaluation. Bakersfield, Calif.: Bakersfield College, 1975. 37pp. (ED 101 814)*

In order that one California college's Academic Senate could make recommendations for future changes, a survey instrument was designed to ascertain faculty opinion on the faculty evaluation process. Under the present system faculty must be evaluated every two years, but, departmental procedures may vary. The response rate of all faculty and administrators was 77.3 percent. Analysis of the data revealed that (1) the purpose of evaluation for regular (tenured) staff should be for the improvement of instruction; for contract (non-tenured) staff the question of retention or dismissal should also be considered (present procedures treat regular and contract staff equally); (2) most faculty find evaluation moderately effective and beneficial and not threatening; (3) many faculty members seem to spend more time and receive more benefits from participating in the evaluation of others than themselves; (4) most faculty feel that the department chairman should be actively involved in evaluation; (5) a large number of faculty did not receive copies of their evaluations; (6) over 85% of the respondents did not think that Bakersfield College should "try to do a complete and effective evaluation job, substantially exceeding legal requirements"; and (7) over 80% want to continue the present plan with minor modifications. The questionnaire, cover letters, tabulated responses, and additional faculty comments are presented.

Cohen, Arthur M., and Brawer, Florence B. The Who, What, Why of Instructor Evaluation. Topical Paper No. 33. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1972. 19pp. (ED 060 839)*

A self-report system for individaual community college instructors to use in evaluating their own professional performance is advanced as a tentative means to respond to California teacher evaluation bill SB 696. Four instructor activity areas are suggested as appropriate for evaluation: (1) instruction, requiring the use of specific measurable objectives; (2) service to the college, including committee work, club work, and other institutional activities; (3) service to the community; and (4) professional expertise, including those elements increasing an instructor's knowledge of his field. The primary aspect of the self-evaluation process consists of a faculty interviewing committee to question instructors about each of the above named areas. Instructors will present to the committee teaching objectives, test scores, student rating forms, and a resume of school, community, and professional activities. A yearly file on each instructor, developed from the interviews,

would be reviewed at each evaluation meeting. This self-report system differs from ordinary self-report and introspective methods in that it relies on concept measurement, is open to peers for process evaluation, and focuses on instructor intentions and results.

Deegan, William L., and Others. Evaluating Community College Personnel: A Research Report. Unpublished paper. 1974. 35pp. (ED 094 847)*

Local evaluation policies, procedures, and problems of implementing evaluation programs on the campuses of California community colleges were studied. Included were: (1) the process of development of the evaluation program; (2) procedures utilized in the first year of implementing Senate Bill 696 (evaluation of faculty members); (3) perceptions of the effectiveness of differing evaluation techniques; (4) problems encountered in implementing Senate Bill 696; and (5) recommendation for improving evaluation of certified personnel. Over 700 questionnaires were mailed to all community college presidents, all deans of instruction, all faculty senate presidents, all student body presidents, a random sample of nearly 200 community college faculty, and a sample of local community college trustees. In addition to the questionnaires, the survey team gathered written policies from over 90 community colleges and conducted an analysis of major features of board-adopted evaluation policies. Results of the survey showed that there was a decisive consensus among all groups that lack of administrative time and lack of faculty time were the major problems encountered in implementing a faculty evaluation program. Eight recommendations that evolved (three from respondents and five from the survey team) relate to: timing of and feedback from the evaluation process; inservice training; use of evaluation instruments; funding for inservice training; more experimentation; statewide clearinghouse; permanent local committees on the improvement of instruction; and further study.

The Evaluation of Community College Teaching: Models in Theory and Practice. Sacramento: California Junior College Association, 1972. 100pp. (ED 063 923)*

The proceedings of the Conference on Models for the Evaluation of Teaching are presented. Papers include: (1) Teachers and Their Evaluation; (2) A Performance-Centered Model for the Evaluation of Teaching; (3) A Learner-Centered Model; (4) Evaluation as a Change Mechanism--A Management Model; (5) Faculty Roles in Evaluation; (6) The Role of the Administration in the Evaluation of Teaching; (7) The Trustee Role in the Evaluation of Teaching; (8) The Trustee--and Teacher Evaluation in California Community Colleges; and (9) The Student Role in Evaluation of Community College Teaching--A Proposal for Balance and Fairness. The appendices contain sample teacher evaluation forms, a faculty development model, and a selected bibliography.

Romine, Stephen, and Newport, Donald L. Defining, Assessing, and Improving Community Junior College Instructional Climate. Boulder: Colorado University, 1973. 46pp. (ED 087 509)*

The perceptions of students and faculty members concerning an effective instructional climate in which satisfying and successful teaching and learning occur were assessed by means of a questionnaire which included 70 possible attributes. Usable responses were received from 2,058 students and 325 faculty members located in 29 community junior colleges in 15 States of the North Central Region. Guides for the definition, assessment, and improvement of instructional climate are presented in the first section of the report, along with copies of an instructional climate self-appraisal form for instructors, an instructional climate student appraisal form, and an individual course evaluation form. A statistical analysis of the responses to each of the 70 attributes is presented in a second section of the report.

South, James D., and Others. The Relationship of Teacher Role Orientation and Perceived Teaching Effectiveness. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975). 25pp. (ED 104 462)*

This study was conducted to test the hypotheses that: (1) student-centered teachers are perceived by their students to be more effective than subject-centered teachers, and (2) that the first hypothesis will hold true regardless of certain characteristics of students and faculty. Questionnaires designed to ascertain role-orientation were sent to 627 faculty members at five Pennsylvania community colleges in fall 1973; 278 (44 percent) responded. In addition, questionnaires designed to measure teaching effectiveness were sent to members of one class of each instructor sampled; of 27,283 students sampled, 12,396 (45 percent) responded. Results supported the hypothesis that the relationship between perceived teaching effectiveness and role-orientation was strongly influenced by the student's expected course grade. Furthermore, faculty in the humanities, fine arts, and in education were seen to be more effective than faculty in other areas, whereas faculty in the social and behavioral sciences were seen to be less effective. Female teachers were perceived more effective than their male counterparts. Students with high GPA's and high course grade expectations tended to rate their instructors more highly than students with low GPA's and grade expectations.

FACULTY WORKLOAD

Archer, J. Andrew. Quantifying Faculty Workloads. Roanoke: Virginia Western Community College, 1974. 18pp. (ED 103 078)*

Although teaching load depends on many variables, most colleges define it strictly in terms of contact or credit hours. The failure to give weight to such variables as number of preparations, number of students served, committee and other noninstructional assignments, is usually due to the lack of a formula that will quantify the effects of these variables. Virginia Western Community College has devised two formulas for quantifying faculty workloads, one developed by a faculty committee and the other by the Institutional Research Office. The guidelines and formulas for both models are presented, and a comparison of the formulas using actual samples of faculty workloads is conducted. While both formulas were judged as sufficiently easy to apply, the workload classification of a faculty member would often depend upon the formula used. Further study to determine the feasibility of the formulas is recommended and sample workload calculations for thirty faculty members from various departments are appended.

Faculty Assignment Classification System. Ferndale, Wash.: Whatcom Community College, 1974. 6pp. (ED 099 094)*

A point-based faculty assignment classification system in effect at Whatcom Community College (Washington) is outlined. The purpose of the point system is to provide an equitable and flexible means of compensating faculty members based on a system of assigning quantitative values to tasks. Teaching, which includes classroom instruction, preparation, student evaluation, professional growth, and informal contact with students, is used as the base activity for the point system. A value of one point is assigned to ten contact hours before a group of students. Counselling and library work are equated to teaching, and a list of activities called "other contracted assignments" are also equated to teaching by assigning point values to them. Values for research, curriculum development, committee work, travel, conference attendance, peer evaluation, and other faculty duties are enumerated.

Faculty Load: A Report to the Dean of Instruction. Texas City, Texas: College of the Mainland, 1975. 94pp. (ED 110 109--Available in microfiche only)*

In order to clarify policy on teacher load at College of the Mainland (COM), a special committee asked 46 Texas two-year colleges to submit their policies on faculty load (29 did so), selected three responding Texas two-year colleges for further interviews, conducted a literature review, profiled current loads at COM, and sent a questionnaire to all COM faculty members (84 percent responded). The findings, conclusions, and recommendations of the special committee are cited, with findings indicating little uniformity of policy. It was concluded that the question of teacher load is a local issue dealt with according to local conditions and typically under the administration and approval of the responsible dean. Results of the faculty questionnaire indicated that COM faculty members were involved in varying amounts of non-teaching activities and that they carried extremely varying teaching loads. The document includes copies of the policies submitted by the 29 Texas two-year colleges, transcripts of the interviews, tables of data illustrating Texas load policies, and the faculty questionnaire with tabulated responses. Also included are a position description for a full-time instructor at COM, the self-study report on faculty load, and committee recommendations for formulae to measure teacher load.

Lombardi, John. Faculty Workload. Topical Paper No. 46. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. 25pp. (ED 097 925)*

Various aspects of faculty workload are reviewed, with emphasis on definitions of workload and on major problems in developing workload formulas. Attention is also given to the erosion of parietal policies, the quality versus quantity issue, and the effect of collective bargaining on workloads. For most instructors, the important factors are the number of credit or contact hours assigned per week and the number of students in each class, with credit or contact hours having greater significance to the faculty. Although workload formulas have developed, they still approximate the number of weekly contact hours. Hourly loads are lower today than they were in the 1950's and earlier. Faculties object strenuously to the practice of equating workload to quantitative criteria, particularly number of contact hours, student-faculty ratios, and average class size. Parietal regulations are still found in many statements of college policies, and are based on the principle that teaching is a full-time occupation. In light of the strong tradition equating low or moderate workloads with quality, administrators face a formidable task in their efforts to increase the loads. Within the limits set by state laws and state administrative regulations, faculty are participating in the initial determination and subsequent reappraisal of workloads, as recommended by the 1969 AAUP Statement of Faculty Workload.

New teaching methods and technologies have made it necessary to modify the faculty load formulas. Faculty fear that the major purpose of introducing the new teaching/learning modes is to increase faculty productivity, which will, in turn, lead to the use of fewer instructors.

The More Effective Use of Resources: An Imperative for Higher Education. Berkeley, Calif.: Carnegie Commission on Higher Education, 1972.

A factual and statistical analysis of how universities can utilize all their resources to combat financial crises in a period of declining growth rate is presented. It is recommended that institutions carefully analyze the relations between the use of resources and the accomplishment of goals, seek maximum economies with minimal sacrifices in quality, and encourage rapid and flexible adaptation to changes in needs for education, research, and public service programs. It is proposed that about $10 billion (in 1970-71 dollars) can be taken away from the prospective expenditures that would be made on higher education in 1980-81 if the trends of the 1960s were to be followed. Half of this $10 billion can be found by creating shorter time options for students at all degree levels, and by some reduction in the ranks of reluctant attenders. The other half can be found by reducing the increase in cost per student per year (in constant dollars) from 3.4 percent to 2.4 percent. This can be done by raising the average student-faculty ratio from 16 to 17, by calculating a lower rate of increase in faculty salaries, and by calculating a lower rate of increase in federal research funds. Finally, it is recommended that higher education undertake financial reform internally rather than waiting for actions to be required because of external initiative.

Munson, Ann. Released Time for Faculty: Practices and Procedures in Selected Community Colleges. Rockville, Maryland: Montgomery College, 1973. 51pp. (ED 086 302)*

A survey concerning released time for faculty was conducted of all community colleges in Maryland, Mount Vernon College in Washington, D.C., and Northern Virginia Community College. Practices concerning the following types of released time were investigated: department or division chairman, curriculum development; curriculum coordinator; faculty senate; chairman, faculty or college senate; chairman, standing committees; coaching; summer advising; teaching first semester; excess number of students in a section; extra load over 15 hours; honors program; and special projects. Other factors related to released time were also surveyed: who determines who gets released time; number of faculty who get released time in one semester; are there written policies and procedures for released time; staff or supporting services. Results for each college are tabulated by "type" and "other factor." The policies and procedures

for community colleges and an excerpt from the one Policies and Procedures Manual are attached.

FACULTY-ADMINISTRATOR RELATIONSHIPS

Community College Faculty Collective Bargaining: Report and Recommendations of the Advisory Committee on Community College Faculty Collective Bargaining to the Senate Select Committee. Olympia: Washington State Legislature, 1975. 63pp. (ED 111 470)*

A survey of almost 6,500 community college faculty, trustees, students, presidents, and administrators was conducted to study the question of faculty relations in the Washington State community college system, with special emphasis on collective bargaining. Respondents (38 percent of the questionnaire distribution) favored including part-time faculty in the bargaining unit by a 70.6 percent margin, and department/division chairmen by a 70.2 percent margin, but were against including students by a 77 percent margin. Other results indicated: 52.2 percent of the respondents were against administrators, other than the president, being empowered to bargain independently; 64.3 percent were in favor of negotiations at the local rather than the state level; 75.3 percent were against the idea of limiting collective bargaining to the traditional economic issues of wages and hours; 54.3 percent favored both collective bargaining and internal governance. Responses were evenly divided on the advisability of a statewide salary schedule for community college faculty. Based on the survey results, a replacement of the Community College Professional Negotiations Law with a collective bargaining law designed specifically for community colleges is recommended. Bargaining should be conducted at the local level.

Lombardi, John. Implications for Community College Governance under Collective Bargaining. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1974. 17pp. (ED 086 298)*

Since collective bargaining is a practice that is growing even more rapidly in community colleges than in other areas of higher education, the concepts involved in bargaining and contracts are of particular interest to community colleges. Contracts differ from policies in that contracts require the approval of all parties, who are considered relatively equal, while policy regulations do not. Collective bargaining changes the traditional collegial governance pattern by making faculty members employees, an arrangement under which they have more decision-making power. Collective bargaining also induces a change in management

relationships among administrators because many of the interests of administrators below the rank of president are not represented in the bargaining. The employee bargaining unit is composed of instructors, counselors, librarians, coordinators and, frequently, chairpersons. The inclusion of certain nonacademic employees is dependent upon needs for influence and revenue and the possible assignment of nonprofessionals to classes during a strike. The employer bargaining unit usually consists of members of the governing board. The employees' position that anything is open for negotiation usually prevails over the employers' position that negotiable items are restricted. Definitions of management rights differ, but the agreement itself necessarily diminishes these rights. Contract statements of employee association rights are much more detailed. Workload formulas and grievance procedures are important points in agreements, and most contracts contain no strike/no lockout pledges.

Nelson, Hershel H. Faculty Collective Bargaining. Fort Lauderdale, Fla.: Nova University, 1974. 8pp. (ED 095 975)*

Faculties in a number of institutions of higher education utilize collective bargaining agents to represent their interests. Collective bargaining is primarily a community college phenomenon; of 212 institutions with certified bargaining agents, 150 are 2-year institutions. Motivating factors in choosing the collective bargaining process are: the faculty fear of administration policies, the need for recognition, the size and complexity of the school organization, and job security. The demonstration has influenced the faculty's perception of collective bargaining as a means of achieving their objective. Increasingly, state legislatures are recognizing the right of public employees to bargain collectively, and faculties are utilizing this change in attitude to increase benefits through organizing. Among the main dangers of faculty bargaining is the creation of an embattled and adversary climate that is a deterrent to program planning. To defend against this, administrators and legislators should try to understand and empathize with the forces and motivation present in faculty acceptance of unionization.

Richardson, Richard C., Jr. The Shape of Governance in the Future. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975). 12pp. (ED 114 146)*

Faculty members in most community colleges have occupied a less prestigious governing role than administrators. For the most part, instructional staff have had little say in personal decisions, and only limited influence on curriculum and other academic matters. Compounding these problems has been the lack of professionally trained administrators.

The future of governance in community colleges runs in at least two separate channels to a common future. First, faculty will become increasingly involved in formal collective bargaining. This is a healthy trend, since a fair contract, well administered, can provide a number of important advantages to administration and faculty alike. Second, since the steady state has produced a career faculty for community colleges, instructional staff will begin to exert increasing influence in decisions involving colleague selection; faculty retention, evaluation, and promotion; and academic reform. As a more professional faculty begins to assume greater responsibility for the educational program and for its implementation, professional administrators will be concerned more with defining their own contributions to the education process, and less with supervision and evaluation of their professional colleagues.

PART-TIME FACULTY

Anderson, B. Robert. "Adjunct Faculty Deserve a Better Deal." Change, 7 (7): 8, 64; September 1975.

If colleges are to assure themselves of continuing, vital cadre of part-time faculty, they must make some or all of the following changes: (1) adjust salary schedules so as to reward part-time teachers for length of service and extent of educational and experiential background, (2) provide them with some fringe benefits and with office space and secretarial services, (3) grant them the same titles granted to full-time faculty members, (4) consider them first when opportunities for full-time positions arise, (5) encourage them to participate in faculty meetings and staff training programs and in college affairs in general, and (6) include them in the negotiation process.

Bender, Louis W., and Hammons, James O. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, 43 (2): 21-22; October 1972.

Part-time faculty members at community colleges nationwide are too often neglected by the institutions. Since most of them teach at night, they have no contact with the rest of the college and accordingly have no access to audio-visual equipment, duplicating equipment, or secretarial service; they also have no one to turn to when problems arise. If the talents of the part-time faculty are to be maximally utilized, each community college must develop a systematic program of preservice and in-service training for them.

Guichard, Gus, and Others. Part-Time Employment. Sacramento: California Community Colleges Office of the Chancellor. 1975. 125pp. (ED 111 464)*

The employment of community college instructors on a part-time basis provides the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other post-secondary institutions as well as permit colleges to respond better to community needs with the financial resources available to them. Along with these benefits, however, have come a corresponding number of problems. Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in community colleges, it left questions with respect to the employment of temporary and part-time personnel. Inappropriate or inconsistent language in existing law must be clarified. In addition, opinions differ concerning the proportional benefits part-time instructors should receive, especially in areas of tenure, salary and fringe benefits, and participation in campus affairs. Appended is an analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 employ more than half of their faculty on part-time only basis. The average district estimate cost of providing pro-rata pay to part-time faculty is a 5.5 percent increase in budget expenditures for faculty salaries.

Harris, David A., and Parsons, Michael H. Adjunct Faculty: A Working System of Development. Hagerstown, Maryland: Hagerstown Junior College, 1975. 12pp. (ED 115 318)*

Adjunct (part-time) faculty comprise 35 to 45 percent of the teachers in two-year colleges, yet receive virtually no systematic assistance in professional development. In 1972, Hagerstown Junior College (Maryland) initiated a program of staff development for adjunct faculty to remedy this deficiency. The program is designed to familiarize adjunct faculty with college procedures, to ensure instruction of equal quality with that provided by regular faculty, and to establish a process of communication between adjunct and regular faculty and staff. Based on a systems model, the program consists of four parts: recruitment, input, processes, and output. In the recruitment phase, media advertisement is used to secure qualified applicants. The input phase begins with providing the new instructor with the Adjunct Faculty Handbook, which outlines college policies and regulations. An Adjunct Faculty Workshop attempts to initiate communication processes with division chairpersons and other college personnel. Extended availability of auxiliary services and their professional staffs as consultants to adjunct faculty during evening hours characterizes the process phase. Evaluation of the output is provided through objective/subjective student and supervisor evaluations of the adjunct faculty member.

Lombardi, John. Part-Time Faculty in Community Colleges. Topical Paper No. 54. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges, 1975. 62pp. (ED 115 316)*

The number of part-time faculty in community colleges has dramatically increased in recent years. The trend to hire more part-time instructors will likely continue due to the increasing numbers of part-time students, the movement toward off-campus classes in scattered locations, and the growing numbers of unemployed college graduates with teaching majors. Meanwhile, important issues related to part-time faculty are debated: pay to part-time instructors, the number of day part-time faculty and their ratio to full-time instructors, their inclusion or exclusion as members of the bargaining unit where collective bargaining exists, and their rights and responsibilities in the department and in the college. The author delineates the different perspectives on these issues held by administrators, and full-time and part-time faculty. The present situation is described in the major sections of the paper: definition, number, sources, qualifications, academic preparation, experience, workload, and wage rates of part-time instructors. Implications of these data on the future of community colleges and their staffs are noted.

Preliminary Report on Part-Time Faculty. Sacramento: California Community Colleges, 1975. 8pp. (ED 105 930)*

This report summarizes survey data on part-time faculty utilization in California community colleges. Data were received from 67 of the 69 community college districts. The primary purpose of the survey was to obtain information that would be useful to community college boards and administrators in dealing with part-time faculty legislation. Tables provide data illustrating the composition of the day division instructional staff (full-time vs. part-time) by district, the composition of the evening division instructional staff (part-time vs. full-time with extra pay) by district, the sources of evening part-timers (i.e., local high schools, other colleges, non-education professions, etc.) by district, the cost increases involved in converting from part-time to pro-rata pay scales, and pro-rata cost comparisons for 30, 25, and 15 hour work weeks for selected districts. Results indicate that the statewide day faculty is comprised of 79% full-timers and 21% part-timers; the ratio of full-time to part-time faculty varies widely--eight districts report a ratio greater than 20/1 and 31 districts report a ratio less than 5/1.

MISCELLANEOUS

Brawer, Florence B. The Humanities in Two-Year Colleges: The Faculty in Review. Los Angeles, Calif.: ERIC Clearinghouse for Junior Colleges and the Center for the Study of Community Colleges, 1975. 52pp. (ED 111 469)*

Faculty teaching the humanities in two-year colleges: their backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction are reviewed in this monograph, derived from an extensive literature search. Materials were identified by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the UCLA University Library, and by asking association and institutional heads for unreported studies. The preparation sequence leading to a specialized competence is frequently seen as inappropriate for the tasks of teaching in an open-door institution. Holders of doctorate degrees have difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work. A bibliography is appended.

Cohen, Arthur M., and Others. "Affirmative Action Arises." In College Responses to Community Demands; The Community College in Challenging Times. San Francisco, Calif.: Jossey-Bass, Inc., 1975.

Under Executive Order 11246, institutions holding federal contracts must be able to demonstrate that no discrimination exists in any aspect of employment and, further, that affirmative action is being taken to remedy the effects of past discrimination. The burden of proof is thus placed on the administration of a college or university to provide evidence of its innocence rather than on the employee or federal government to prove the administration's guilt. Schools affirm their dedication to the mandate, good educational-opportunity officers try to implement the law, and many are genuinely concerned with fair treatment for all and expanded opportunities for those who have been poorly treated in the past. At the same time, many documents reveal superficial attempts to comply with the law and a sense of commitment is often missing. It is important to look at the person as an individual, at his or her own strengths and weaknesses, rather than as a member of a particular group or gender. Until we reach that stage, no number of executive orders or referendums will have the effects they must have to ensure a more democratic and more humane society.

Kellams, Samuel E. The Community College Faculty Member as Researcher. Charlottesville: Virginia University, 1974. 26pp. (ED 100 428)*

The kinds of research that would be most suitable for community college faculty members as well as illustrations from actual examples of ongoing research efforts, or, alternatively, from hypothetical examples are indicated. Some benefits and potential benefits in the areas of student development, faculty development, and community development and some practical problems of implementation are also discussed. Research is classified by methodology and objectives. Methodology is broken down into empirical studies or library research. Objectives of research are classified in terms of subject matter research, pedagogical research, or a combination of the two. It is suggested that research combining intellectual inquiry into one's subject field with the process and substance of instruction and/or community service holds the most potential benefit for most faculty members. This type of research focuses upon the need for academic renewal, keeping abreast of the subject field, or intellectual revitalization as an essential part of staff development.

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Koltai, Leslie (Ed.) "Merging the Humanities." New Directions for Community Colleges, 3 (4); Winter 1975.

Although the emphasis on occupational programs in two-year institutions may be justifiable, the humanities fields must not be totally forgotten. Since two-year college students have special needs, the teaching of the humanities can be made meaningful and appealing only by using new and creatively designed teaching methods. In this anthology of articles on the humanities in community colleges, Stanley Turesky offers a view from the perspective of a political scientist working with the National Endowment for the Humanities. William Taylor describes a model for faculty development. Bernard Luskin, David Keller, Myron Marty, Shannon Stack, Philip Nash, Robert Peterson, and Richard Janaro describe innovative humanities programs or courses in English, history, film, and interdisciplinary humanities, courses specifically designed for occupational students, and micro-college programs. Arthur Cohen and Florence Brawer analyze the preparation, inservice training, attitudes, values, and approaches in instruction of humanities faculty in community colleges. Finally, Deborah Crandall and Elizabeth Rinnander offer a bibliographic essay on community college humanities programs, supplied by the ERIC Clearinghouse for Junior Colleges.

This Brief represents the first of a new series of short papers prepared by the ERIC Clearinghouse for Junior Colleges in which abstracts of selected documents on specialized topics are presented along with certain facts highlighting knowns and unknowns. Other Briefs will deal with such special areas as students, administrators, and curriculum/instruction.